

Application for COM GE Designation for Area G: Cross Cultural Studies

SOC 130: Race and Ethnicity – submitted by Marco Gonzalez

Submitted by Sociology Professor, Marco Gonzalez

Motion to Approve by email: Susan Rahman on May 20, 2019 4:03 pm

Second: Paul Cheney on May 20, 2019 4:04 pm

Ayes (by email – May 20 to May 22: Sara McKinnon, Becky Brown, Karen Robinson, Paul Cheney, Susan Rahman, Gina Cullen, Lisa Morse

Absent: Dave King (on sabbatical)

Approved on May 22, 2019 by email vote.

COM GE Designation for SOC 130: Race and Ethnicity (Cross Cultural Studies)

For courses applying for designation in the COM GE pattern that do not have IGETC or CSU Breadth designation in a corresponding area, the following is required:

- 1. A table mapping course-level SLOs in relation to the COM Area outcomes.** The GEC will look for clear relationships between course-level outcomes and GE area outcomes. Each area outcome should have at least one corresponding course-level SLO (though not all course-level SLOs need to directly correspond to an area outcome). SLOs may correspond to more than one area outcome. Please note that there are two to four outcomes for the GE areas.

To show these relationships, copy the relevant information to the table below. For GE information, use the description and outcomes at the end of the document. For the course-level SLOs, please use current course outline of record with the most recent board approval. See the example table on the next page.

| | |
|--|---|
| Course ID | Sociology/BEHS 130: Race and Ethnicity |
| COM GE Area | Area G (Cross Cultural Studies) |
| Area Description | These courses develop a political and historical understanding of the experiences of ethnic and racial groups in America. Students interpret historical events from the perspective of these groups. Students may also use interdisciplinary concepts to explore the diversity of visual and performing arts, the literary creative process, and literary tools and techniques among ethnic groups with shared cultural histories, languages, and traditions. In the courses listed for this area, students learn to: |
| GE Area Outcome 1: | 1. Analyze and evaluate the organizations, movements, and roles of a broad range of ethnic and racial groups in America through history. |
| Corresponding Course-Level SLO(s) | 2. Identify and explain the interplay of race, ethnicity, nationality, group position, culture and American history in the formation of individual and group identities. 3. Identify and analyze specific barriers to equal opportunity faced by racial and ethnic minorities. |
| GE Area Outcome 2: | 2. Evaluate misconceptions and stereotypes about cultural groups in America and recognize the influence of their own cultural group. |
| Corresponding Course-Level SLO(s) | 2. Identify and explain the interplay of race, ethnicity, nationality, group position, culture and American history in the formation of individual and group identities. 3. Identify and analyze specific barriers to equal opportunity faced by racial and ethnic minorities. |
| GE Area Outcome 3: | N/A |
| Corresponding Course-Level SLO(s) | N/A |
| GE Area Outcome 4: | N/A |
| Corresponding Course-Level SLO(s) | N/A |

- 2. A narrative explaining how the breadth and scope of the course content and assignments meet the description and outcomes of COM GE Area.** The GEC will be looking for a rationale for GE designation that highlights representative examples of content and assignments appropriate to the breadth and scope of the area description and outcomes above.

While most people are aware that race and racism have played a central role in our nation's history, few recognize how these issues continue to define American society into the present. This class is designed to help students better understand the ways in which race, ethnicity, and discrimination operate in the modern world and continue to shape our actions and interactions with each other – in effect, informing who we are as a society and individuals.

To better understand the complexities of these issues this class is broken into four sections. The first serves as a primer of sorts wherein students are introduced to key concepts in the sociological study of race and ethnicity. In particular, we discuss how the concepts race, ethnicity, and nationality, as well as prejudice, discrimination, and racism differ. We also discuss why we as a society tend to apply these concepts as though they were synonymous and why sociologists argue it is important that we understand the differences between them. In the second part of the course, we discuss leading sociological explanations of racial homophily, or the tendency for people to form groups with racially like others. Here, we grapple with the question of whether racial homophily is natural, a product of circumstance, and/or related to cultural similarities and differences. This section of the course draws heavily from American history in an attempt to highlight the unique structural and cultural processes that have led to the dissolution and emergence of various racial groups throughout the United States over the last four hundred years. The third section of the course examines the various ways in which race continues to shape people's lives into the present – from where and what kind of work they do to where they live and what kind(s) of food they eat. In particular, we discuss the various structural and cultural factors that contribute to persistent disparities within and between different racial and ethnic groups in American society. The fourth and final section of the course, focuses on emerging trends in the study of race and ethnicity. Here, our discussions examine what these trends represent – are racial divisions blurring or merely shifting? – and what they suggest about the future of race relations in American society.

Below is a sample writing assignment from the course:

It is critical that people know the difference between the concepts race and ethnicity. This assignment is designed to help you further develop your understanding of these concepts by applying them to your own life. Specifically, your task is to identify and discuss your racial and ethnic background(s) from a sociological perspective. While on the surface this might seem easy, it is more complicated than you might think. Remember, at its core this is a sociology class. As such, I want you to approach this assignment like a sociologist. What this means is that it is not enough to simply list your race and all the cultures you identify with, rather it is your job to explain what these concepts mean, how they work, and ultimately, why you fall into each of the categories that you feel you do. A successful paper will do the following:

1. Explain the concepts race and ethnicity, making clear why they are different;
2. Make clear what racial and ethnic categories you fall into and/or identify with);
3. Explain why you identify with that particular race and ethnicity; and
4. Explain which of these concepts you feel best captures who you are and why.

STOP--This is the "view only" form (cannot be edited)

When you make changes in "Edit" forms, refresh this page to review your changes.

Signature

| | |
|--|--------------------|
| 1. Action: | New Course |
| 2. Subject: | SOC |
| 2a. Course No.: | 130 |
| 2b. Course Title: | Race and Ethnicity |
| Date last modified: | 09/22/14 |
| A. State the reason(s) for revising, deleting, deactivating, or creating this course: | |
| This is a new course designed to comport with the AA-T requirements in Sociology. | |
| Initiated by: | Marco Gonzalez |
| Dept. Chair: | Jessica Park |

College of Marin-Course Outline

Part 1: Course Information

3. Specify the first semester/year the new course or change will take effect: Fall 2015
 All new, deactivated, or deleted course outlines submitted by October 1st will take effect the following fall semester unless approved otherwise. All course revisions submitted by October 15th will take effect the following fall semester unless approved otherwise.

4. Offered as Short Term only : N/A
(Define Weeks, Days, Hours Course Meets)

5. Open Entry/Exit: Yes No

6. Maximum Class size: 44 Previous Max:
 If changing class size, please provide a rationale in the "Reasons for" section of the signature page.

7. Times Taken for credit: 1
Repetition Rationale for additional times for credit (Refer to Title 5 sections 55040 and 55041):
 As of January 1st, 2013, the only credit courses that may be properly designated repeatable are: 1) courses for which repetition is necessary to meet the major requirement of California State University (CSU) or University of California (UC) for completion of a bachelor's degree; 2) intercollegiate athletics; and 3) intercollegiate academic or vocational competition.

| | | | |
|--|--|--|-----------------------|
| 8. Grading Systems: | <input checked="" type="checkbox"/> P/NP | <input checked="" type="checkbox"/> Letter | Default Grade: |
| 9. Primary Method of Instruction: | Lecture | | |

Distance Learning: 100% or % Hybrid. If Distance Learning course content delivery methods are used, also provide a completed Distance Learning (DL) Form.

10. Stand Alone Course - may lead to future program: Yes No Pilot

11. For Basic Skills Math, English and ESL courses, please note how many levels below transfer if applicable: N/A

12. For College of Marin Degree: New Course Revised course previously approved for COM degree

This Course satisfies the requirement for following degree(s): (Please submit a revised AA/AS degree form)

AAT in Sociology

13. Skills Certificate (Less than 18 Units):

Certificate of Achievement (18+ Units):

Revised course previously approved for certificate New Course: please add to certificate

14. COM General Education Requirement:

| | |
|---|--|
| <input type="checkbox"/> A-Natural Science | <input type="checkbox"/> F-American Institutions |
| <input checked="" type="checkbox"/> B-Social and Behavioral Science | <input checked="" type="checkbox"/> G-Cross-Cultural Studies |
| <input type="checkbox"/> C-Humanities | <input type="checkbox"/> H-Physical Activity |
| <input type="checkbox"/> D-Composition, Written | <input type="checkbox"/> Revised course previously approved for COM G.E. |
| <input type="checkbox"/> E-Communication and Analytical Thinking | <input checked="" type="checkbox"/> New course: Please submit for COM G.E. |

15. CSU General Education Requirement

United States History Constitution, and American Government

Complete Course Outline View

A. English Language Communications and Critical Thinking:
 A-1 A-2 A-3

B. Scientific Inquiry and Quantitative Reasoning:
 B-1 B-2 B-3 B-4

C. Arts and Humanities:
 C-1 C-2

D. Social Sciences:
 D-0 D-1 D-2 D-3 D-4 D-5 D-6 D-7 D-8 D-9

E. Lifelong Understanding and Development

16. CSU Elective CSU Major:

Revised course previously approved for CSU G.E. Please submit for CSU G.E.

17. IGETC UC/CSU General Education Requirement

1. English Communication
 1-A 1-B 1-C

2. Math Concepts and Quantitative Reasoning

3. Arts and Humanities
 3-A 3-B

4. Social and Behavioral Sciences

5. Physical/Biological Sciences (Choose 5-A or 5-B and mark "Lab" if applicable)
 5-A 5-B Lab

6. UC Requirement Language Other Than English

18. UC Elective UC Major:

Revised course previously approved for UC IGETC Please submit for UC IGETC

19. Please submit for consideration for the Cross-Cultural Studies Requirement. This course is being proposed to satisfy the requirements listed below:

Sonoma State Requirement
 UC Berkeley Requirement
 COM Cross-Cultural Studies Requirement (Area G)

List other school and requirement below:

Part 3: Teaching Units

1. Student Units

| Teaching Method | Hours/Week | Total Weeks | Student Units |
|-----------------|------------|-------------|---------------|
| A. Lecture | 3.0 | 17.5 | 3.0 |
| B. Lab | | | |
| C. Lecture/Lab | | | |
| D. Other Hours* | | | |
| Total: | 3.0 | 17.5 | 3.0 |

E. Other hours (* Describe other hours listed above)

2. Service Units

| Service Value | Hours/Week | Total Weeks | Teaching Units |
|-----------------------|------------|-------------|----------------|
| A. Lecture (100%) | 3.0 | 17.5 | 3.000 |
| B-1. Studio (83%) | | | |
| B-2. Laboratory (83%) | | | |
| C. Practicum (70%) | | | |
| D. Activity (66%) | | | |
| Other Hours* | | | |
| Total: | 3.0 | 17.5 | 3.000 |

E. Other hours (* Describe other hours listed above)

F. Give Justification for service value and total hours as listed above in addition to the sections specified in the UPM contract (Previously # 31)

Unit assignment is at the typical lecture rate (1 hour per TU) which complies with the current UPM Collective Bargaining Agreement.

Part 4: Course Content

20. Primary Goal: Transfer

21. Cross Listed Course: List discipline number and title of cross listed course(s) and give reasons for cross listing. Note: Each cross-listed course must have its own course on file and be signed by the department chair.

Sociology 130 and Behavioral Science 130
This course employs both a Sociological and a broader Behavioral Scientific approach to studying race and ethnicity.

22. Interdepartmental Considerations: (Department affected by this recommendation must have that department chair's signature.)

N/A - This cross-listed course will not affect other departments outside the Behavioral Sciences.

23. Department Feasibility: Can the department commit the following resources necessary to support the course as proposed? Note: Approval by the Curriculum Committee does not imply approval for funding. Please use the appropriate sections of the Mini Program Review for funding requests if needed.

| | |
|---|---|
| <input checked="" type="checkbox"/> Facilities <input checked="" type="checkbox"/> Equipment | <input checked="" type="checkbox"/> Staff Support <input checked="" type="checkbox"/> Teaching Units |
|---|---|

If any of the resources above are not checked as feasible, please comment below:

24. Required Learning Resources: If applicable, please explain how the budgetary and equipment learning resources needs have been coordinated within the department and/or Media Services (cost of tapes, CDs, DVDs, license fees, computers, lab equipment, etc.). For distance education courses, complete the Distance Education (DE) form.

N/A

25. Library Resources and Information Literacy: What library resources will be used to support the course as proposed? Check all that apply. Please contact reference librarians for more information about applicable resources.

| | |
|---|---|
| <input checked="" type="checkbox"/> Online Public Access Catalog <input checked="" type="checkbox"/> Periodicals <input checked="" type="checkbox"/> World Wide Web Sites | <input checked="" type="checkbox"/> Reference Books <input checked="" type="checkbox"/> Online Databases |
|---|---|

Provide examples of how the library resources are used in this course to encourage information literacy:

All of the above listed library resources are relevant to this class. Specifically, they will all be used to help students investigate prior research and access the most up to date information available in field of Race and Ethnicity.

26. Course Description:

- For revised courses, please copy the formatted and copy-edited course description provided in the most recent course catalog. Revise as necessary.
- For new courses, please list course number, title, student units, any prerequisites, corequisites, advisories or other limitations on enrollment, lecture and lab hours, the times course may be taken for credit if more than one, or if course is offered in a distance learning format. Limit to four sentences.
- If there are prerequisites, corequisites, or advisories, please remember to complete the appropriate matrices in the "Pre. Matrix" page.)

Sociology 130: Race and Ethnicity
(Prerequisites: None)
(Course may be taken as Sociology 130 or Behavioral Science 130, but credit will be given for only one course)
Lecture (3.0 Units)

This course offers an in-depth examination of race and ethnicity in the United States. Specifically, students will gain a greater understanding of the concepts race and ethnicity and the historical and present-day implications of prejudice, discrimination, and racism in our society. Students will examine various theories of racial and ethnic stratification, immigration and the assimilation process, new and changing ethno-racial identities, and dominant-minority group interactions.

27. Course Content:

(Outline the major topics in a representative sequence from the beginning of the course to the end. Include subtopics.)

Lecture Topics:

- I. Clarifying concepts in the study of race and ethnicity
 - A. Race, ethnicity and nationality
 - B. Majority/minority, In/Out groups
 - C. Prejudice, discrimination, and racism

1. Institutional racism (covert and overt)
 2. Color-blind racism
- II. Theories of racial and ethnic group formation
- A. Biological explanations
 - B. Social constructionism
 1. Group position (economics, work, and demographics)
 2. Culture (ethnic options and identity politics)
- III. Historical context: The construction of dominant and minority ethno-racial groups in the United States (White, African Americans, Latinos, Asians, and multi-racial/ethnic identities)
- A. Economic and political origins
 - B. Colonialism and slavery
 - C. Industrialization and the labor supply problem
 - D. Immigration and the assimilation process
 - E. Legal reform and social control
 - F. War and economic boom
 - G. Pax Americana
- IV. Past and present-day implications of racial and ethnic relations in the United States
- A. Patterns of inequality
 - B. Interactions between race, ethnicity, class, gender, and sexuality
 - C. Social reproduction
 1. Work
 2. Neighborhoods
 3. Politics
 4. Education
- V. The future of race and ethnicity in the United States
- A. Emerging Trends
 - B. Blurring or shifting boundaries?

Lab Topics:

N/A

28: Student Learning Outcomes (SLOs) for first time taken for credit: Please list the broad and assessable outcomes using active verbs to describe what students will be able to do upon successful completion of the course. 3-5 SLOs are recommended. "Upon successful completion of this course, students will be able to:"

Upon completion of this course, students will be able to:

1. Explain and critically evaluate the concepts race and ethnicity using contrasting theories.
2. Identify and explain the interplay of race, ethnicity, nationality, group position, culture, and American history in the formation of individual and group identities.
3. Identify and analyze specific barriers to equal opportunity faced by racial and ethnic minorities.
4. Identify and analyze different proposed solutions to racial and ethnic inequality.

SLOs for Additional Repetitions (if applicable): Please list distinct SLOs for each repetition of the course.

N/A

29. Course Objective(s): For UC transferable courses, please list more discrete objectives that list specific skills students will learn. Best practices suggest 5-10 detailed objectives.

Upon completion of this course, students will be able to:

1. Compare and contrast the concepts race, ethnicity, and nationality, as well as prejudice, discrimination, and racism, and explain why being able to make these distinctions is important.
2. Explain how race is a social construct and how this view differs from biological explanations.
3. Describe the social, economic, and historical factors that led to the emergence of distinct racial and ethnic groups in the United States and informs the interplay between them.
4. Discuss contemporary and past forms of discrimination and racism as well as their causes according to different theories.
5. Evaluate the impact of various social structures (government policies, social programs, the economy) and culture on the relative social position of different racial and ethnic groups today.
6. Explain and critically evaluate various theories on race and ethnicity and in-group, out-group relations.

30. Critical Thinking: Give several representative examples using active verbs of how critical thinking processes or activities occur in this course. Best practices suggest 3-5 examples. These examples can relate to SLOs and course objectives.

1. Compare and contrast group position and culture-based explanations of racial and ethnic group formation.
2. Analyze the various ways in which both dominant and non-dominant racial groups contribute to the maintenance of racial hierarchy in the United States.
3. Analyze and critically assess competing theories of racial inequality in the United States to determine which offers the most viable solution.

Below is a sample writing assignment designed to promote the kind of critical thinking outlined in Example 3 (listed above):

Compare and contrast Race as Class and Blau's Principle of Heterogeneity arguments. How are these arguments similar? How are they different? What are their strengths and weaknesses? Which of these two arguments do you feel best explains the structure of racial hierarchy in the United States today? Why?

| 31. Methods of Instruction: |
|--|
| Lecture |
| Explain how these methods will be used to teach this course. |
| <p>1. Lectures will deliver important course content and invite student dialogue.</p> <p>2. In-Class/Group Discussion will help students gain faculty in and promote ownership of core concepts related to the study of race and ethnicity.</p> |
| 32. Assignments and Methods of Evaluation: Describe at least 1-2 representative examples of each. |
| <p>A variety of methods will be used to assess student retention of the above listed course objectives, including in-class discussions, several concept application/analytical writing assignments, and blue-book exams.</p> <p>For example, students will be assigned several writing assignments throughout the semester, focused on applying their growing understanding of race and ethnicity to their lived experiences.</p> <p>Students will also be required to complete two, formal in-class written exams, wherein they will identify core concepts related to the study of race and ethnicity and compare and contrast competing views of racial and ethnic group formation and interaction in the United States.</p> |
| 33. Out-of-Class Assignment Example: Please describe or use language directly from a representative out-of-class assignment that clearly demonstrates independent work. |
| <p>It is critical that people know the difference between the concepts race and ethnicity. This assignment is designed to help you further develop your understanding of these concepts by applying them to your own life.</p> <p>Specifically, your task is to identify and discuss your racial and ethnic background(s) from a sociological perspective. While on the surface this might seem easy, it is more complicated than you might think. Remember, at its core this is a sociology class. As such, I want you to approach this assignment like a sociologist. What this means is that is not enough to simply list your race and all the cultures you identify with, rather it is your job to explain what these concepts mean, how they work, and ultimately, why you fall into each of the categories that you feel you do. A successful paper will do the following:</p> <ol style="list-style-type: none"> 1.Explain the concepts race and ethnicity, making clear why they are different; 2.Make clear what racial and ethnic categories you fall into and/or identify with); 3.Explain why you identify with that particular race and ethnicity; and 4.Explain which of these concepts you feel best captures who you are and why. |
| 34. Representative Assigned Texts, Lab Manuals, and/or Resource Materials: |
| <ul style="list-style-type: none"> • Please list several representative texts, at least one representative text published within the past five years. If no texts are five years old or more recent, please provide an explanation. • For each text, provide the author, title, publisher location, and publication date. (Example: Last Name, First Name. The Book Title. Publisher Location: Publisher. Year published.) |
| <p>Gallagher, Charles. 2012. Rethinking the Color Line: Readings in Race and Ethnicity, 5th Edition. Malden, MA: Blackwell Publishers.</p> <p>Higginbotham, Elizabeth and Margaret L. Anderson. 2012. Race and Ethnicity in Society: The Changing Landscape, 3rd Edition. Belmont, CA: Cengage Learning.</p> |
| 35. Accessibility: Please verify that the instructional materials for any section offered of this course will be created under the guidelines of the Federal Americans with Disability Act, including the following: |
| <ul style="list-style-type: none"> • Videos are closed captioned • Outside web or audiovisual resources (such as <i>YouTube</i> content) are closed captioned • Resources on Moodle are ADA accessible. • For questions regarding the accessibility of any other documents or resources, please contact the Assistive Technology Specialist at DSPS. |
| <input checked="" type="checkbox"/> The materials have been reviewed for accessibility |